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| Stage 1 – Desired Results | |
| **Established Goals:**– *Illinois State Goal 19* - All Students will acquire movement skills and understand concepts to engage in healthy, safe football games and activities.  *20* – All students will achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.  *21 –* All students will be able to develop team-building skills by working with others through physical activity.  *24* – All students will promote and enhance health and well-being through the use of effective communication and decision-making skills. | |
| **Understandings:**  *Students will understand….*   * The regulations, rules, scoring, and positions for the game of football and basketball. * The proper mechanics of throwing a football and catching a football. * The proper techniques of passing, dribbling, and shooting a basketball. * The difference between man to man defense in basketball and football as opposed to a zone defense and how to execute them. * How to execute a “give and go” and “pick and roll” in basketball. | **Essential Questions:**   * Explain the basic rules of football and basketball. * Demonstrate how to appropriately execute the necessary skills taught in class for basketball and football and why they are done that way. * In what scenario would I choose to run a zone defense over a man to man defense for basketball? For football? * Name and demonstrate the two football passing routes covered in class. * Name and demonstrate the two basketball offensive plays covered in class. * Name two players from the Chicago professional basketball team and the professional football team. |
| ***Students will know***   * The regulations, rules, scoring, and positions for the game of football and basketball. * The appropriate steps towards playing effective defense in both basketball and football. * How to run two basic offensive football passing routes. * The difference between man to man defense in basketball and football as opposed to a zone defense and when they are utilized. * How to execute a “give and go” and “pick and roll” in basketball. | ***Students will be able to***   * Organize their own individual football and basketball games through their understanding of the game. * Strategically choose and run plays for their team both on offense and defense. * Watch basketball and football on television and have an understanding of what is going on throughout the game. |
| Stage 2 – Assessment Evidence | |
| **Performance Tasks:**   * Through group practice time during class students will practice their football and basketball skills throughout the classroom area (gym/outside) that is to be assessed through teacher observation and peer evaluation. * Students will participate strategically in organized basketball and football games. * Students will show that they know and understand the material covered in the lesson for basketball and football through a post-lesson verbal formative assessment. | **Other Evidence:**   * Verbal Formative Assessment * Mid-term Written Exam * Skills Assessment (Checklist) * 1-page Essay |
| Stage 3 – Learning Plan | |
| **Learning Activities:**   * Introduce the Essential Questions for the unit and offer the students a brief outline of what to expect throughout the unit including activities and final expectations. * Students will participate in a discussion panel that includes the teacher so that the students can share the rules of football and basketball that they are aware of and the teacher can add necessary information/rules if needed. * The teacher will introduce the students to the new material they will learn regarding offensive and defensive strategies/plays. * Through guided practice, students will have opportunities to explore their own ways of utilizing the newly introduced strategies while explaining their thought process behind the task. * During guided practice and group practice, students will be split into teams and will be given time to practice their plays and previous learned skills with their teammates. * Students will participate in mildly-competitive games of football and basketball strengthening their team building and cooperative learning skills by working together to achieve a common goal. * Students will write a one-page paper near the end of the unit expressing what they enjoyed most about each of the sports covered in the weekly unit. . * On the last day of the unit students will participate in organized games while the teacher observes the students’ understandings in the psychomotor and cognitive domains while closing with an introduction to the next unit to be covered. | |